

GRADES:

When Will They Be Issued?

Progress reports are issued at designated times or by special arrangement with the teacher. Final grades are earned at the conclusion of a course. There are two reporting periods for all students each semester, and two additional reports for students in danger of failing or failing (earning a D or F). Additional reports are provided at the option of the teacher.

Report cards are compiled, computerized, and mailed within two weeks following the end of the semester. Grades should be received within two weeks after the grading periods noted below.

SEMESTER GRADING PERIODS:

1st Week: Teachers review course expectations and grading practices with students. This information is given to every student in writing. After the first week of the course, any changes to course expectations or grading practices will also be provided in writing to students and parents.

5th Week: Progress Reports for all students earning a D or F; optional for others at teacher's discretion.

9th Week: Progress Report, all students.
(Final grades for students in quarter classes.)

14th Week:
Progress Report for all students earning a D or F; optional for others at teacher's discretion.

19th Week: Final grades for all students.

REPORT CARDS...

Grade reports are the teacher's professional tools to appraise, record, and report on the achievement and performance of each student. The reports are important indicators to both students and teachers.

GRADES:

Why Are They Important?

Students and parents can readily understand the importance of grades, because grades:

- Reflect student achievement in District courses.
- Provide parents/guardians, school staff members, colleges, universities, and vocational schools with accurate and required information on student achievement.
- Provide information needed for appropriate decisions regarding the student's instructional placement or employment.

Grades take time to prepare, require careful thought, and can serve as the teacher's own test of effectiveness as well... Was the instruction understood? Did the student learn?

The ABC's Of Your High School's Grading Guidelines



**Fullerton Joint Union
High School District**

SHARED RESPONSIBILITIES: School Staff

A common purpose and a shared responsibility among parents, students, and teachers is the foundation supporting grading practices. The teacher's responsibility is to base grades upon fair and consistent standards and to communicate these practices to each student. Grades are to be determined by student performance on teacher-initiated assignments, tests, homework, projects, and class participation. Students will be informed of progress periodically. Three types of grades are earned:

- Grades that reflect cumulative academic progress.
- Citizenship grades and comments that describe personal behavior of the student in class and which are reported separately from academic and work habit grades.
- Work habit grades that describe how a student organizes, conducts and completes assignments, and which are reported separately from academic and citizenship grades.

If report cards are not received within two weeks of the end of the grading period, telephone the school to secure a copy of the report card.

SHARED RESPONSIBILITIES: Students and Parents

The success of a student grading plan is dependent upon the cooperation, interest, and assumption of responsibilities by teachers, parents, and students. The Fullerton Joint Union High School District Board of Trustees and staff believe that students and parents should:

- Understand that student academic success is tied to attendance. If the student is to have the greatest opportunity to learn, consistent attendance is essential.
- Understand the course expectations and grading practices, asking questions if needed.
- Stay informed of progress. Parents can gain information by discussing progress with students regularly and by asking teachers.
- Understand how things are going at school. Know why a student's grade is—or is not—up to family standards. It is the parent's responsibility to communicate with the teacher if additional information or help is needed at home to improve a student's grades.

If a parent or student disagrees with a grade received, a review may be initiated by contacting the teacher. If the matter is not resolved, the parents or student may then contact the principal/designee for further assistance. The final step is documentation in writing, provided to the school principal for review as outlined in District Board Policy 1312 – Complaints Concerning School Personnel.

GRADES: What Do They Stand For?

Grades are based on student-demonstrated mastery of subject matter, not on the traditional curve. The curve will result in some students doing well while others fail. Subject mastery makes it possible for all students to do well.

Letter grades are used for most courses and are based on the following values for computing grade point averages (GPA):

A	Excellent	4 FOR GPA
B	Above Average	3 FOR GPA
C	Average	2 FOR GPA
D	Below Average	1 FOR GPA
F	Failing	0 FOR GPA
I	Incomplete—Reverts to an "F" if not made up prior to the end of the quarter following the Incomplete	

P/F Pass or Fail 0 FOR GPA
(Pass/fail grades are seldom used.)

Weighted grades are used with some courses, and earn an extra point of GPA value for A (5 points), B (4 points), and C (3 points).

Citizenship and work habits are graded "O" for outstanding, "S" for satisfactory, "N" for needs improvement, and "U" for unsatisfactory.

Report Card Questions? CALL...

Buena Park High School 714-992-8610
Fullerton High School 714-626-3815
La Habra High School 562-266-5032
La Sierra High School 714-446-7601

La Vista High School 714-447-5503
Sonora High School 562-266-2008
Sunny Hills High School 714-626-4203
Troy High School 714-626-4474

This brochure is a summary of student grading guidelines established in September, 1990. Any questions can be directed to your high school principal.